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SPOTLIGHT

ON
SCHOOL PUPIL PERSONNEL SERVICES



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VOLUME 4, NUMBER 4

Counselling and Guidance

BRANCH A/SUPERVISOR: G.R. PORTER



Alberta
EDUCATION

Dep't of
Counselling & Guidance Branch

SPOTLIGHT ON

SHEILA McCORMICK, University of Calgary
WILLIAM BORDEN, University of Alberta

Receivers of the Counsellor Training Award at the University which they attended. The award is presented each year by the Department of Education, Counselling and Guidance Branch to the student judged by a selection Committee to be most outstanding in the Counsellor Training Program. They each receive a \$100.00 award. Congratulations are extended to the recipients.

SHEILA McCORMICK was born in Lethbridge, Alberta where she received her elementary education. Her family moved to Moose Jaw, Saskatchewan and there she completed grades 8 through 12. She then went to the University of Saskatchewan in Saskatoon and completed a B.Ed. program in the secondary route, majoring in chemistry and minoring in mathematics.

After graduation Sheila and her husband moved to Lethbridge. She taught mathematics and science in a junior high for two years. After several years at home Sheila then taught for the County of Lethbridge for a year, teaching grades 7 through 12 and a variety of subjects.

The McCormicks moved to Calgary in 1966 and Sheila began teaching with the Calgary Board in September of that year. Subsequently she spent eight years teaching science in Calgary High Schools. While teaching she began taking courses towards her M.Sc. in Educational Psychology at the University of Calgary. She hopes to complete her masters degree by the fall of 1975.

In her leisure time, Sheila enjoys reading, cooking and sewing. Her family, which includes a 16 year old son and a 12 year old daughter, enjoys travelling whenever there is an opportunity.

The move from science teacher to counsellor was made because Sheila has always felt subject



matter was not an end in itself. She enjoys best the one to one and small group relationships that have developed as an offshoot of her classroom work. The role of a teacher-counsellor seems very viable to Sheila. She thinks that the guidance role is a very important necessity in our school system.

Sheila plans to return to the Calgary School System in September of 1975 as a guidance counsellor.

BILL BORGES has worked as a school counsellor for the past three years, and is currently a provisional Ph.D. student in the Department of Educational Psychology, University of Alberta. He is interested in working with adolescents and plans to return to an educational setting upon completion of his program.



I am a counsellor with a student ratio of 900 to 1. Is this an impossible situation? What can I do to improve this condition?

Your situation seems most challenging - not impossible. The student-counsellor ratio is a misleading way for anyone to view a counsellor's role. This ratio was a realistic indicator when counsellors operated out of a medical model (one that cures sickness or deals only with problems) and clients would need to be seen on a 1 to 1 direct service basis. Now that many counsellors have realized the inefficiency of this approach and have adopted an educational or developmental approach (one that trains or educates all people), indirect as well as direct services can be utilized. Therefore, it might be healthier to view your role from a different perspective.

Why not view yourself as providing indirect help to students through direct work with teachers, parents, administrators and the curriculum? If you work with one teacher, you are actually affecting the lives of 150 students (1 teacher x 30 students x 5 class periods per day); if you work with one administrator, you are affecting all teachers and students. Inputs into the curriculum (i.e., psychological education) can affect children daily. By shifting perspectives, the 900 to 1 student-counsellor ratio can become more manageable (i.e., 30 to 1 teacher-counsellor ratio).

The purpose of these contacts with the students' world is to create a facilitative climate through training or "giving your skills away." This will help others be as effective with children as possible.

Teacher contact can be maintained through inservice sessions, individual discussions, or weekly training groups. Inservice sessions for the entire faculty can be most helpful. Possible areas to be covered include understanding behavior, working with parents, motivating children, how children learn, communication skills with students and peers, group procedures for the classroom and how to use test results. Most teachers do not have very clear thoughts on any of these important areas.

Individual consulting contacts and training groups with teachers can center around developing solutions to normal teacher problems - "How do I get Jan to turn in homework?" "How do I motivate Bill?" "How do I get Francis to stop doing the opposite of what I request?" Through problem solving sessions, teachers learn new skills which can be passed on to the children.

Administrators can be most helpful to school counsellors and vice versa. Administrators can work with counsellors by supporting their programs (i.e., curriculum), arranging schedules and space (i.e., for teacher meetings), etc. Counsellors can help administrators work through problems, develop alternative plans and process feedback on the mental health climate of the school.

Working directly with parents is another way to help students. Practical methods

for helping parents were detailed in last month's "Counselor Forum."

Curriculum inputs such as those mentioned by Roger Aubrey in the November, 1974, issue of Focus on Guidance are most effective. Training in problem solving, decision making, developing a positive self-concept, making friends are sample topics. These are skills all people need to learn in order to lead effective lives, skills that previously have been left to chance. Work in this area can help students deal with many of the normal problems they face without having to depend on a counsellor for help. Curriculum changes can be brought about either by integrating psychological education concepts into the existing curriculum or by creating a new curricular offering in this area.

Direct services with children can follow this same format; children at all grade levels can be trained to be peer counsellors. Research states that everyone - the peer counsellor, the counsellee, the guidance program - benefits from this approach: Having a new group of advocates in the school community.

Through a changed perspective and a reallocation of your resources, your overwhelmed condition may well become one of enjoyment.

"Counselor Forum"
Focus on Guidance, January, 1975
Volume 7, No. 5, Page 11

Guidance: How the Guidance Counsellor Can Draw out Nonverbal Students
Excerpt from Education Summary

Even when a high school student comes voluntarily to see a counsellor, it's difficult for him to open up; he tends to distrust adults. For one who hasn't come willingly but has been referred, it's much more difficult. There is, however, a four-step technique that often works in such cases, say James L. Wideman, a counsellor at Martin Luther King High School in Philadelphia, and Eileen L. Wideman, formerly a psychiatric social worker for the city of Philadelphia in "The Personnel and Guidance Journal," the Widemans describe the technique:

Step 1: Students Attend in the Presence of the Counsellor. Unwilling counsellees will avoid

eye contact with the counsellor. An office stocked with paintings, clay, plants, cards, simple games, a typewriter, felt-tip pens, a drawing pad, a candy dish, magazines, and comics will invite nonverbal students to explore. They'll relax and begin to attend - although more than one session may be required.

Some students will test the counsellor's permissiveness by handling objects roughly or trying to steal them. The counsellor shouldn't reject such students, but should set limits and define his or her own role. The main object of Step 1 is to encourage the student's return to the office.

Step 2: Students Comment as they Attend. At some point, a student is likely to go beyond simply moving from object to object in the office and will follow a game or activity to completion. The counsellor can then encourage comments by asking such questions as: "What are you drawing?" "What do you think of the puzzle?" Nonverbal students find it easier to talk while they're doing something than while they're idle. In fact, they often are unable to talk at all unless they're engaged in some activity. Any conversation that results should encourage continued activity and should be kept nonthreatening. The student should be allowed to set the pace and determine the activity. If the counsellor and the student play a game together, talk often comes more easily.

Step 3: Students are Encouraged to Give More Personal Commentary. When students make remarks about themselves, counsellors should respond to them and encourage further comments. Sooner or later, wishes and fears will begin to surface, and students may reveal their feelings about the counsellor or the counselling situation. At this point, students are often satisfied to talk without the activity gimmick, or after a quick game.

Step 4: Conversation is Encouraged Without Gross Motor Activity. As students begin talking for longer stretches, they can be directed to mention their school experiences and problems. The counsellor should respond to - and thus reward - school-related discussions. Once students have reached the stage of presenting their problems, the transition from a nonverbal to a verbal relationship has been completed.

Gross motor activities can be especially useful with students who are verbally underdeveloped, depressed, withdrawn, and anxious, say the Wildermans. They caution, however, that the "psychotic, the hard-core

characterologically disturbed, and the mature or older student do not respond well to this method," and conclude with a reminder that "this is only one technique of many that can be employed to facilitate counselling."

SPOTLIGHT ON

Counselling and Guidance Branch Activities

"Explorations in Career Planning" Project - 1975

The "Explorations in Career Planning" Project was held this year in ten different centers throughout Alberta. The following senior high schools hosted the project:

Barrhead - February 25, 1975
Vegreville - February 27, 1975
Vulcan - March 4, 1975
Picture Butte - March 5, 1975
Cardston - March 6, 1975
Brooks - March 11, 1975
Drumheller - March 12, 1975
Innisfail - March 13, 1975
Bonnyville - March 18, 1975
Valleyview - March 20, 1975

All feedback indications from students, parents, teachers, counsellors, administrators and participants (from Business and Industry, Advanced Education and Manpower) point to a very successful program for the year with many enthused about future programs.

The project format included the following:

Display

The display area consisted of a walk-through unit designed to create interest, information and motivate students to the basic theme of the "career planning process."

Film

The film "World of Work" ran continuously throughout the day. The many job opportunities and clusters of occupations were presented and discussed. The intent was to again stimulate interest and develop awareness as

to what is available in the world of work for consideration in making a career decision.

Panel

Panels consisting of 3 people, 1 each from Manpower, Advanced Education and Business and Industry plus a chairperson from the host school, discussed topics under a common theme "Decision Making Toward 2015 A.D." Such topics as: Trends in Employment - needs in Alberta; Why Work?; Life-styles in the World of Work; Work Attitudes; Jobs - a look at the many job classifications; Employment Future - a projection; Preparing for a Job; Where's the Money?; Education - where does it end?; and any other relevant topics that might be of interest to students were discussed.

Individual Speakers

People from Businesses, Industries, Educational Institutions, Occupations and Professions made presentations in classrooms on the specific career, occupation, profession, educational institution, business, industry or agency that they represented.

Around 85 people committed themselves to participating in the project with a number of them attending all ten projects.

It is suggested that if anyone is interested in hosting such an event next spring your request should be sent in as soon as possible to the Counselling and Guidance Branch, as planning has begun for next year.

School Counsellor Exposure Program

On January 27 to 30, 1975 the Counselling and Guidance Branch of the Department of Education and the Career Resources Branch of the Manpower Division of Manpower and Labor, conducted a program of Industrial Exposure for high school counsellors. The co-ordinators of the project, Geoff Anderson from Manpower and Gerry Porter of Education along with fifteen high school counsellors participated in a four day program which allowed them to have an extensive look at the petro-chemical industry from extraction to the finished product. The program included tours, presentations by industry officials, government personnel, etc. The group went to Calgary Power Ltd. at Sundance on Wabamun Lake, Gulf Oil Refinery in Edmonton, Sheritt-Gordon in Ft. Saskatchewan, and Great Canadian Oil Sands in Ft. McMurray. Others involved in the program were Dr. Hawkesworth, Deputy Minister of the Department of Education who gave the opening address, the Planning Secretariat of Manpower (in Edmonton) gave a presentation on manpower requirements in Alberta, Keyano College a

presentation on programs specific to Ft. McMurray needs, Canada Manpower a presentation on manpower requirements in Ft. McMurray, and Canadian Bechtel a presentation on occupational opportunities in the construction industry.

The program was designed to give the counsellors a sampling of the diversity of careers in different industries, entry level skills required, career progression opportunities, future manpower requirements, working environment and conditions as well as an opportunity for them to see and talk to men and women working at different job classifications. With the nature of work changing so rapidly, counsellors seem to be hard put to keep aware of the changing demands and opportunities in business and industry, and it is believed that such a program is a step in the right direction to assist counsellors and others who work with students to function more from a basis of reality.



Some of the High School Counsellors in Gulf Oil Refineries Control Room talking to and observing an Operator at his work (a control panel).

The response to the program by the School Counsellors and Industry people involved was excellent and very positive and as a result of its success the program will likely continue with a possibility of 2 or 3

groups involved per year. It is hoped that as many counsellors as possible will have the opportunity to participate in this very educational and "eye-opening" experience in the future.

United States Nationwide Study on Career Development

Vocational Guidance Quarterly

THE STUDY

National; United States; 32,000; Eighth, Ninth and Eleventh Graders in 200 schools; 33 states; Spring, 1973.

SALIENT FINDINGS

More than 90 percent of eleventh graders indicate that they have discussed their occupational choices with a parent, relative, or guardian.

41 percent said they have never discussed their occupational choice with a worker in the job.

42 percent have never discussed with a counsellor or teacher the relationship between their interest, goals and abilities and occupations they are considering.

40 percent have never read a job description from the guidance office or library.

Only one-third have ever attended a "Career Day."

When presented with a list of 32 activities related to Career Development (e.g., take a tour, read a job description from the guidance files,

take part in an actual or practice job interview), only 30 percent of eleventh graders had participated in most of the activities.

When asked what they felt they needed help in with regard to their Career Development, they responded:

- more than 75 percent would like help with career planning

- more girls than boys would like help with career planning

- ranking second, after help with career planning, was help with finding part-time work

- discussing personal concerns ranked eighth of the nine needs surveyed

- 50 percent of the eleventh graders said they received little or no help with career planning from their counsellor or school.

QUESTION

What would the results of this survey be if it were replicated in your school?

Mathematics Topic Tests

Submitted by S.J. Totten, University of Toronto, Guidance Center

Canadian educators have been pleased recently to learn of a new series of mathematics tests prepared by Frances Crook Morrison and now published by the Guidance Centre, Faculty of Education, University of Toronto. The tests are likely to win wide approval in Canadian Schools for at least two reasons. One is that it is some years since tests based on Canadian research and written by Canadians have been published, although there have been Canadian editions of some United States instruments. This new Canadian venture has not come too soon, for increasingly Canadian educators are demanding that they have materials written for their needs rather than foreign products issued with some changes for Canadian schools. The Mathematics Topic

Tests were developed from a research project undertaken by the Research Department of the Ottawa Board of Education under the direction of Gerald Halpern in association with the Faculty of Education, University of Ottawa, and assisted in part by the Ontario Ministry of Education.

The second reason is that the tests have been basically intended to meet the needs of individual classes rather than to pit classes against national norms; this is, of course, in line with the international move to criterion-references testing. These objective-based tests are designed to fit into a program of ongoing evaluation leading to a clear diagnosis of what needs to be done. They are, therefore, useful especially for diagnostic purposes and

generally as measures in the types of flexible curriculum with which many schools now operate.

There are five tests:

Number and Numeration

Addition and Subtraction with Whole Numbers

Multiplication and Division with Whole Numbers

Operations with Fractions

Multiplication and Division with Fractions

As the titles indicate, the tests cover the topics usually associated with most mathematics curricula from the grades 4 to 9 levels.

In addition to the test booklets each test has a manual, a booklet giving directions for administering and scoring, answer sheets, scoring keys and individual record forms and a class analysis form for each class.

The individual record form is an important feature for the student because it enables him to keep his own record and thus gives him an incentive for attempting to improve on an individual rather than on a competitive basis. The class record forms simplify the analysis by class and enables

the teacher to have an accurate picture of the progress of the class. The use of the class record form and the class analysis form are discussed in detail in the manual.

Another unique feature of the test is the special in-service training package. To aid teachers in the understanding of the Mathematics Topic Tests, a color slide presentation with tape cassette commentary has been produced and this presentation can be purchased or rented. In addition the publisher will make arrangements, where feasible, for an experienced mathematics educator involved in the construction of the test to come to a district and comment on points raised in the presentation in order to introduce teachers to all aspects of this new series of diagnostic tests.

You can obtain a specimen set consisting of one copy of all five test booklets, one copy of the manual and one copy of directions for administering and scoring by mailing \$2.90 plus \$.35 for handling and delivery to: Guidance Centre, Faculty of Education, University of Toronto, Suite 304, 1000 Yonge St., Toronto, Ontario, M4W 2K8.

Teacher Accountability: Fostering a Bill of Rights for Elementary School Children

By: Garnet W. Millar

Teacher accountability has been the watchword in educational circles for the last few years. Accountable for what and to whom have been subject to question and discussion by teachers. Robert, a bright ten year old pupil of mine, helped me to realize that we, as a teacher group, should be accountable to and for. He, proudly, presented me with a magazine, and asked me to turn to page 30. The article was entitled "A Child Has Rights Too!" Robert had touched a sensitive level with me, for the writer has always prized and respected the feelings and attitudes of youth. The writer, along with popular educational authors such as Halm Ginott ("Between Teacher and Child") and Thomas Gordon ("Teacher Effectiveness Training" T.E.T.), believe that trouble results in school when children feel that their freedom or autonomy or rights have been taken away. Resentment, hostility and

drop-outs are consequences that some children experience because they have not been properly understood, or when their rights have been violated by the teacher.

The writer would like to present five basic rights to which elementary school children are entitled, and what we, as teachers, can do to uphold those rights. We should be held accountable for the rights of school children! Teacher expectation and curriculum design must take into account the rights of children.

Right #1. The pupil has the right to be uninterested. He controls consent to learn. He has the right to lash out angrily at the discomfort of forced learning.

Teacher Accountability. It is the teacher's responsibility to make subject presentation

interesting, i.e., drawing upon previous learning(s), and make it meaningful, i.e., not taught in isolation but related to present happenings.

Right #2. The pupil has the right to remain silent. Lack of participation in verbal discussion should not be considered "less than normal." Mental and physical involvement should be judged equal to verbal participation.

Teacher Accountability. In evaluating pupil performance, we should not emphasize verbal participation and fail to consider personal pupil differences. Realizing that there are shy, inhibited, diffident pupils, we must create a non-threatening atmosphere for discussion, develop better questioning and discussion-leading skills, and strike a balance between verbal and non-verbal activity.

Right #3. The pupil has the right to be alone. Everyone has the right to be alone with his thoughts, his own project, his quiet time. The modern approach to education, i.e., open space, lends itself to an overreliance on group activities and increased noise levels. Even in traditional space schools, little support is provided for student solitude. The pupil should have the opportunity and an area to be (productively) alone with his own thoughts - to be free from distraction.

Teacher Accountability. Time periods during the school day and follow-up activities must accomodate student solitude, i.e., as

well as group activity and discussion periods, pupils need time to consolidate information and, perhaps, creatively extend it in their own unique way.

Right #4. The pupil has a right not to be anyone other than himself. A child has the right to act like a child - not like some miniature adult or in some unrealistic role superimposed by the teacher.

Teacher Accountability. We must support the pupils' right to be what they are and to do what they can do. We mustn't expect a boy to be a little man at the age of seven or mustn't constantly remind a thirteen-year-old to "act his age."

Right #5. The pupil has a right to make mistakes. He must feel that he can try and miss without the threat of embarrassment or punishment. Pupils must be comfortable in the search for the balance point between adventure and security - a search that must occur if genuine learning is to occur.

Teacher Accountability. It is important to help the pupil build from the point of error - or from the "I don't know" response - to clarify and refine data en route to forming a more accurate conclusion. An atmosphere of acceptance must be created so that the child will feel secure and venture forth his response. It is well to remember that good sense of the adage, "Behold the turtle! He makes progress only when he sticks his neck out."

Well, how accountable are you to the rights of elementary school children?

Suicide: Preventable Death

Excerpt from Behavior Today
Vol. 5 No. 35

University of California psychologist Richard Seiden calls suicide "the number one cause of unnecessary, premature and stigmatizing death" in the United States. In a new Public Affairs Report, he examines the changing nature of suicide, tells what is being done about it and suggests additional steps which should be taken to meet the problem.

Seiden discredits the idea that suicide is basically unstoppable and that even if you do stop a person once, he or she will simply try again. The suicidal person "does not have a unitary and single-minded death wish. Instead he is considered to be in the midst of an acute crises, wracked by indecision, and highly ambivalent - he wants to die and to live; to kill himself

and be saved..." The suicidal crisis "is not a lifetime characteristic of most suicide attempters. It is rather an acute situation, often a matter of only minutes or hours at the most." Followup studies have shown that only 10% of those who attempt suicide and fail kill themselves later. In fact, Seiden's current research on suicide attempts from the San Francisco bridges cuts this figure to 4%.

Certain groups have been traditionally prone to suicide - the aged, mental patients and alcoholics - but a new high-risk group is coming up fast. The suicide rate among persons 15 to 24 years old nearly doubled in 1970-72 compared to the average from 1954-69. The overall national rate increased just slightly during this time, from 10.9 to 11.6 per 100,000 population, while the rate for the 15 to 24 group jumped from 4.8 to 9.2. Seiden cautions that even those figures represent only "the tip of the iceberg." Since many suicides aren't reported as such, "the real incidence of suicide is at least from one-third to one-half again as large as official figures reveal."

Certain groups of youths are particularly vulnerable, including college students and nonwhites. Among blacks, Chicanos and American Indians, the high-risk years are

from 15 to 44, after which the suicide rate drops. This contrasts with the white pattern, where the risk of suicide rises with increasing age on almost a one-to-one basis.

Seiden makes these suggestions to reduce suicides:

- Establish more Suicide Prevention Centers. More than 200 SPC's have been set up in the U.S., at which trained professionals and non-professionals answer telephone calls from people with problems and attempt to help them.
- Physical barriers at suicide landmarks such as the Golden Gate Bridge would reduce deaths drastically. According to Seiden, suicide fantasies are usually "highly specific, and focused on a particular method. These methods or 'suicide plans' have a deep personal significance and are not capriciously transferred to another time, method or location." As one Golden Gate Bridge suicide said in his parting note, "Why do you make it so easy?"
- Tighter controls on guns and barbituates will reduce impulsive suicidal acts. Barbituates are now the most popular method in California although guns still lead the way nationally.
- Suicide prevention programs keyed to the needs of particularly vulnerable populations should be established where the people are: for alcoholics, the skid row sections of large cities; for the aged, in senior citizen's centers.

Adolescent Pregnancy and Abortion

Excerpt from Behavior Today
Vol. 6, No. 1

Clinical psychologist Sherry Hatcher found that unwanted pregnancy and abortion were a very different experience for various unmarried adolescents depending on their stage of development. Based on her study of 13 middle class girls who applied for therapeutic abortion, Hatcher defined three basic stages:

The early adolescents, she reported, "focused on girl friends as mother substitutes. They conceived in a girl friend's apartment, confided only in her about the pregnancy, and brought girl friends to the hospital interviews." Motherhood was the last thing in the world they wanted. "Their primary motivation was to be closer to their own mothers by becoming mothers themselves. Secondarily, they wished to test out their

newly emerging feminine bodies; in other words, to prove they are really girls." *The middle adolescent* "has just enough information not to get pregnant," Hatcher found, "but passes the blame to someone else - typically her doctor, her boyfriend or her own father... These girls frequently get pregnant by a married man whom they see as victimized by a mother figure. A secondary motive for their pregnancy was a wish to have something of their own."

The later adolescent "comes closest to really accepting the responsibility of motherhood. She knows about birth control, and intentionally discarded it in the hopes that her boyfriend would marry her." It is these adolescents "who had the hardest time terminating their pregnancies, because they

are closest to really wanting them."

Working with the adolescents after abortions were performed, Hatcher found "none of the dramatic consequences suggested in previous literature. Abortion had neither lured normal girls into psychoses, nor had it cleansed their spirits. What we found

was a continuation of the same developmental conflicts as before... Evidently what we tend to sacrifice even under the best medical conditions is the girl's sense of self-respect," Hatcher said, "Our society tends to subtly equate illegitimacy and delinquency, rather than understanding that many adolescent pregnancies are the result of a developmental crisis."

Career Guidance

I guess you're right, I should know
Just who I really am.
So I'll think about the things I've done
And do the best I can
(What's it like to be a machinist?)

I guess you're right. I should try
To clarify my ego
So if I'm asked I can tell it right
And show I really know.
(How do you become a bank teller?)

I guess you're right. I must now
Articulate my values.
So I can find a place for me
That fits my special views.
(Do stewardesses make good money?)

I guess you're right. I should try
To understand my needs.
So I can set my goals for life
And know just where it leads.
(What's an apprentice?)

I guess you're right. I should try
To plan a good career.
So when it's time to get a job
I'll have the answers near.
(Is it fun to be a model?
I wonder where I get answers
about jobs? I wonder if
anyone around here knows?)

By C. Todd Strohmenger

Alberta School Broadcasts

By Jim Watt, Assistant Supervisor, School Broadcasts and Media Productions

Alberta School Broadcasts is presenting the two part series CAREERS: IT'S YOUR MOVE.

CAREERS presents an up-to-date look at the Alberta job market with focus on specific careers such as taxi driver/dispatcher, musician (Tommy Banks), forestry, newspaper reporter (June Sheppard), playwright (Warren Graves), and petro-chemicals.

Information is also provided on the N.A.I.T./S.A.I.T. apprenticeship program,

along with exposure to many other career opportunities, as well as an insight as to where to look for that summer job.

Featured in these two half-hour productions are the acting talents of many Alberta high school drama students. CBC television is broadcasting the series on May 22 and May 29 at 10:00 a.m.

Videotape dubs of the series are available from the Videotape Dubbing Centre, 6005 - 103 Street, Edmonton.

Counsellor Leadership Seminar

by Dr. Harvey Zingle, Administrative Director, Counsellor Leadership Seminar, University of Alberta

As in previous years the Leadership Seminar will include a number of prominent speakers and workshop leaders. The focus of the course will be on the counsellor's consulting role with teachers and parents. This year we plan to emphasize a workshop format besides the usual presentations by excellent speakers. Another highlight of the Seminar will be the joint sessions held with principals who will be meeting concurrently.

Dates: July 6 - 18, 1975

Location: Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta

Course Theme: Consultation: Families,
Parents and Teachers

1975 marks the fifth consecutive year that the Counsellor Leadership Seminar has met at the Alberta School for the Deaf in conjunction with the Leadership Course for school principals. In keeping with previous successful seminars the 1975 seminar will feature several prominent speakers and resource personnel, along with the usual joint sessions with principals. The course emphasis is on the counsellor as consultant, since this is an important development in the counsellors' overall function. One notable change from previous seminars will be a greater emphasis on a workshop format. Prominent speakers and joint sessions will be included, but the major position of the seminar will be in the form of workshops.

Course Content

At this point we are still in the process of finalizing arrangements for speakers. The workshops will fall into two major areas. One will deal with the counsellor and the family. Sessions will include basic data on family dynamics and on various family counselling procedures. Drs. Christensen, Sawatzky and Goforth will lead the family consulting workshop. Another major workshop

focus will be the counsellor as consultant to the teacher. In these sessions counsellors will be given the opportunity to learn about and develop various teacher consulting skills. The teacher consulting workshop will feature the Co-Directors, Dr. David Merchant and Ms. Lloyd Allen.

Small Group Activities

Participants in the course will have the opportunity to discuss verbal input in small groups under the leadership of the Co-Directors as well as expertise within the group. Simulation materials, audio-visual materials and case studies will all be employed in group sessions. Obviously informal learning will carry on in evenings as well as during scheduled activities. In addition some sessions will be devoted exclusively to our theme topics.

The Principals' Leadership Seminar of the Department of Educational Administration, University of Alberta, will be held at the same time and place as our Counsellor Leadership Seminar. As we have already indicated, several joint sessions are planned. In addition, several leisure time and recreational activities will be planned under the direction of a joint steering committee.

Participants

Participants in the Counsellor Leadership Seminar have usually been practicing school counsellors or counsellors in related agencies. Each year we have had classroom teachers with a real interest in counselling, attend the Seminar, and such people are most welcome. It is also anticipated that some Department of Educational officials from the four Western provinces and perhaps even school administrators may wish to attend the Counsellor Leadership Seminar in order to broaden their experience base. While no university credit is presently given for this Leadership Seminar, graduate students in related programs are also welcome.

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